



DUNCAN ELEMENTARY

100 S. Danzler Rd.
Duncan, SC 29334

Grades	PK-4 Elementary School	
Enrollment	639 Students	
Principal	Susan B. Hill	864-949-2373
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Mr. Steve Brockman	864-949-2350

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Average	Good
2009	Average	Average
2008	Average	Average
2007	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

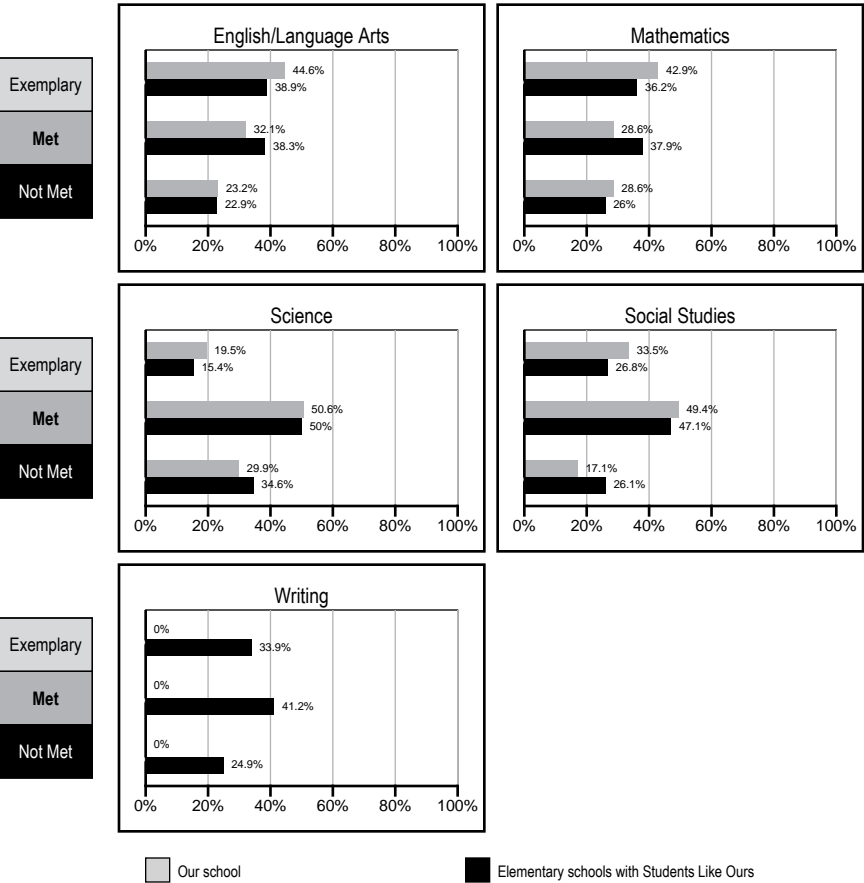
98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	31	73	5	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=639)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.6%	Up from 3.0%	1.2%	1.1%
Attendance rate	96.4%	Up from 96.2%	96.0%	96.2%
Served by gifted and talented program	17.4%	Up from 9.0%	12.8%	13.4%
With disabilities other than speech	5.4%	Down from 8.3%	4.7%	4.1%
Older than usual for grade	0.2%	No Change	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	70.0%	Up from 60.8%	61.5%	62.5%
Continuing contract teachers	88.0%	Up from 76.5%	90.2%	88.2%
Teachers returning from previous year	88.2%	Up from 87.2%	88.2%	87.8%
Teacher attendance rate	95.5%	Up from 94.7%	95.0%	95.2%
Average teacher salary*	\$46,495	Down 1.6%	\$46,894	\$46,773
Professional development days/teacher	4.8 days	Down from 8.5 days	11.1 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 16.8 to 1	19.6 to 1	19.9 to 1
Prime instructional time	91.3%	Up from 90.5%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,075	Up 5.4%	\$7,420	\$7,447
Percent of expenditures for instruction**	72.9%	Up from 72.6%	67.8%	68.4%
Percent of expenditures for teacher salaries**	70.3%	Up from 68.4%	64.7%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

4205046

SPARTANBURG 5

DUNCAN ELEMENTARY

Duncan Elementary School is located in one of Spartanburg's most rapidly growing communities. This year our outstanding faculty/staff of 90 served approximately six hundred fifty students from grades K/3 through fourth grade. Our mission is to promote student success and respect by providing a total educational experience that benefits students, parents, and the entire community in a safe friendly environment.

In addition to building strong character within our students, our academic focus is in the explicit instruction of reading and mathematics. It is our desire that our students have the academic tools that they need to be successful in life. Exhibiting positive character traits will assist our students as they make choices in their daily lives. As our students display their academic strengths and good character skills, they are becoming productive citizens.

Our children have continued to make great strides as learners and as citizens! They have attained significant academic growth as measured by assessments, like Measures of Academic Progress (MAP). Teachers use the data to plan instruction and to recognize students for achieving their goals. Duncan Elementary School has also been recognized with our State's Palmetto Silver Award for "Overall Performance" and for "Closing the Achievement Gap" among our students, as measured by our state test, Palmetto Assessment of State Standards (PASS).

Technology integration is an important aspect of the curriculum at Duncan Elementary School. Teachers and students utilize technology on a daily basis. Our school's classrooms are currently equipped with interactive white boards, interactive white pads, and student response systems.

An abundance of learning opportunities exist for our students at Duncan Elementary School: preschool intervention, full day 4K classes, explicit character education/community time, early literacy intervention, ESOL (English for Speakers of other Languages), REACH (gifted/talented program for students in grades 3 and 4), Creations (our gifted/talented art program for students in grades 3 and 4), services for special learning needs, Wildcat Chorus and Drama, Girls on the Run (GOTR), and German instruction for students in grades 1 through 4.

Student leadership is nurtured through participation in Student Council, the Wildcat Patrol, K-Kids, and W.I.L.D TV. Our students enthusiastically participate in service opportunities such as, Relay for Life, March of Dimes, and Canned Food Drives for Middle Tyger Community Center.

Students, staff, parents/family members and community members are an integral part of our mission at Duncan Elementary School. Your participation in events such as, Grandparents' Lunches, Pastries for Pastors, Donuts for Dads, Breakfast for Moms, Parent Lunches, and our Family Nights, is very much appreciated.

Duncan Elementary School is a very special place to learn and grow. Thank you for sharing your precious children with us.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	111	71
Percent satisfied with learning environment	100.0%	98.2%	97.1%
Percent satisfied with social and physical environment	97.0%	97.3%	95.8%
Percent satisfied with school-home relations	84.8%	99.1%	88.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	246	100	23.2	32.1	44.6	86.6	86.9	82.4	Yes	Yes
Gender										
Male	122	100	27.2	28.9	43.9	85.1	83.1	78.7	N/A	N/A
Female	124	100	19.1	35.5	45.5	88.2	90.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	146	100	17	28.9	54.1	92.6	89.7	88.9	Yes	Yes
African American	73	100	37.9	33.3	28.8	75.8	78.6	72.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	95.6	93	I/S	I/S
Hispanic	20	100	23.5	41.2	35.3	76.5	79	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	35	100	84.4	12.5	3.1	37.5	46.5	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	21.7	34.8	43.5	82.6	79.1	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	174	100	29.7	31	39.4	82.6	80.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	246	100	28.6	28.6	42.9	80.8	87.3	81.9	Yes	Yes
Gender										
Male	122	100	28.1	23.7	48.2	80.7	85	79.9	N/A	N/A
Female	124	100	29.1	33.6	37.3	80.9	89.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	146	100	20	23.7	56.3	85.2	90.3	88.9	Yes	Yes
African American	73	100	47	33.3	19.7	74.2	78.5	71.4	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.4	94.6	I/S	I/S
Hispanic	20	100	35.3	41.2	23.5	64.7	79.9	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	35	100	N/AV	N/AV	N/AV	21.9	46.5	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	30.4	43.5	26.1	78.3	81.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	174	100	35.5	31	33.5	74.8	81.4	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	183	100	29.9	50.6	19.5	70.1	75.4	68.6
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Gender

Male	91	100	27.4	48.8	23.8	72.6	74.4	68.3
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Female	92	100	32.5	52.5	15	67.5	76.4	68.9
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Racial/Ethnic Group

White	110	100	15.8	57.4	26.7	84.2	81.2	80.7
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African American	53	100	59.6	29.8	10.6	40.4	58.4	51.4
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.5	85.3
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Hispanic	14	100	N/AV	N/AV	N/AV	54.5	62.4	61.6
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
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Disability Status

Disabled	27	100	N/AV	N/AV	N/AV	8.3	33.6	35.7
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
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English Proficiency

Limited English Proficient	19	100	31.3	62.5	6.3	68.8	62.9	60.7
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Socio-Economic Status

Subsidized meals	129	100	38.4	47.3	14.3	61.6	65.9	57.3
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Social Studies

All Students	187	100	17.1	49.4	33.5	82.9	80.3	72.5
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Gender

Male	93	100	16.1	46	37.9	83.9	80	72
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Female	94	100	18.1	53	28.9	81.9	80.7	73.1
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Racial/Ethnic Group

White	111	100	14.6	43.7	41.7	85.4	82.9	81
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African American	53	100	21.3	57.4	21.3	78.7	71.9	60
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.1	89
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Hispanic	17	100	26.7	46.7	26.7	73.3	71.9	69.6
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
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Disability Status

Disabled	20	100	N/AV	N/AV	N/AV	31.6	36.4	40.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
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English Proficiency

Limited English Proficient	22	100	20	60	20	80	75.2	69.7
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Socio-Economic Status

Subsidized meals	131	100	22.2	51.3	26.5	77.8	71.6	62.9
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Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	73.2	96.4	96.5
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	72.5	67.2	96.4	96.4
Female	N/A	N/AV	N/A	N/A	N/A	N/A	81.5	79.4	96.3	96.6
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	80.5	81.5	95.8	96.2
African American	N/A	N/AV	N/A	N/A	N/A	N/A	67.8	61.3	97	97.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	76	87	98.4	97.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	66.7	97	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	92.6	95.8
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	26.1	26	95.9	95.6
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	65.7	97.6	97.2
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	68	63.2	96.1	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	119	100	18.3	24.8	56.9	81.7
	4	115	100	24.3	47.6	28.2	75.7
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	122	100	28.1	21.9	50	71.9
	4	124	100	18.2	42.7	39.1	81.8
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	119	100	34.9	32.1	33	65.1
	4	115	100	21.4	54.4	24.3	78.6
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	122	100	41.2	23.7	35.1	58.8
	4	124	100	15.5	33.6	50.9	84.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	59	100	37.7	30.2	32.1	62.3
	4	115	100	31.1	58.3	10.7	68.9
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	59	100	42.6	37	20.4	57.4
	4	124	100	23.6	57.3	19.1	76.4
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	60	100	28.6	55.4	16.1	71.4
	4	115	100	30.1	52.4	17.5	69.9
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	63	100	21.7	40	38.3	78.3
	4	124	100	14.5	54.5	30.9	85.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	120	100	22.3	30.4	47.3	77.7
	4	117	100	22.9	41.9	35.2	77.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
2012	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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